

DOCUMENT RESUME

ED 306 692

EA 020 987

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TITLE School Choice.
INSTITUTION Harvard Univ., Cambridge, Mass. Graduate School of Education.
PUB DATE Apr 89
NOTE 20p.
PUB TYPE Reference Materials - Bibliographies (131) --
Collected Works - Serials (022)
JOURNAL CIT Current Issues in Education: A Bibliographic Series;
v5 n4 Apr 1989
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Elementary Secondary Education; Family School Relationship; *Public Schools; *School Choice

ABSTRACT

As part of a Current Issues in Education series, this report focuses on public school choice. A 14-page annotated bibliography follows a brief introduction and a list of 11 references on the most recent news items involving the school choice issue.
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SCHOOL CHOICE

Volume 5 No. 4
April 1989

EA 020 987

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SCHOOL CHOICE

While pedagogy and curriculum were generally uniform in the early common school of Horace Mann, the educational process was left largely to local communities. This resulted in various learning environments which typified the unique nature of each community or neighborhood. Thus, in a sense, the "neighborhood school" was created in this country.

Are we about to see the end of the common school of Horace Mann? Is the neighborhood school on the way out? James Coleman believes that neighborhoods are no longer "functional communities" and that educating children around the work place is today's reality of the "community school." Other innovations in the public school could include electronic classrooms via cable TV and computers, and could impact, as well, on the nature of home schooling as we know it today.

Parental school choice is a current topic that excites educators, administrators, and parents - holding out the promise of a better education for all. President Bush regards it as a national priority.

While "choice" appears to be a new label for the old idea of tax credits and vouchers, it is more than simply a label switch. The new plans, in addressing parental choice only for public schools, remove the major obstacle to earlier plans, viz., the possibility of public school funds being diverted to the private school sector.

About a dozen states have expanded choice for public schools, using a variety of creative models. Some allow high school students to attend post-secondary institutions, receiving high school and college credits simultaneously; some permit elementary students to attend a public elementary school either in districts where they live or where their parents work. Others provide funds directly to local districts to develop more choice options in the public school. And still others have established regional or statewide magnet schools. These are but a few of the options for parental choice provided by some states.

Advocates of school choice believe that choice will result in poorer schools being abandoned in favor of good schools, thereby motivating poorer schools to improve. In a sense, they see competition as the significant leverage for school improvement and educational reform.

Critics of the choice concept believe that only informed and aware parents and students will be served by choice options. They argue that the disadvantaged often are not in a position to research the school environment that would best serve them and they would continue to be the population most in need of a better educational experience. Further, opponents point to the specter of urban flight and costs of implementation, and argue that the abandonment of poor schools is not a substitute for basic improvement in the educational process.

Educators point to the State of Minnesota as the model of parental choice plans - referred to in Minnesota as the "enrollment options plan." Minnesota is the only state to enact a law which permits parents to send their children to any public school in the state, provided that racial balance is not affected. In Minnesota, the state pays for the bulk of school costs. In states where local communities pay the larger expense there is a dependency on state aid. This makes implementation of choice plans more complex. As a child moves out of one school district and into another, state monies follow, draining funds from the school left behind.

Public opinion in Minnesota has grown to be positive about choice, although less than 500 students changed schools this year. Governor Perpich contends that competition will improve the schools even though the number choosing to change is small; that it is not the number of changes but the competition among schools (which the plan encourages) that will effect school improvement.

However exemplary the Minnesota plan appears to be, there remains some controversy as to its over-all effectiveness in improving public school education. Although flawed it may be, the Minnesota experience - barely a year old - may bear watching as it matures, especially by educators in those states that have entered into public debate about state-wide choice plans.

This brief introduction does not pretend to exhaust the issues of school choice; it simply attempts to encourage others to continue the exploration. The attached bibliography cites a selection of the most recent literature on school choice. Many of the publications are selections from the ERIC data base and are so identified. Researchers are encouraged also to follow the daily and weekly press for continuing updates on experiences around the country which deliberate the pros and cons surrounding this subject.

Doris H. Christo

A SELECTION OF CURRENT NEWS ITEMS

- Cohen, Muriel. "School Choice Has Appeal, Limitations." The Boston Globe, March 5, 1989.
- Cohen, Muriel. "Teachers' Union Assails Dukakis School Plan." The Boston Globe, February, 23, 1989
- Greene, Leonard. "Gov Jumps on School-Pick Bandwagon with New Plan." The Boston Herald, February 22, 1989
- Finch, Lewis W. "My Choice? Dump Minnesota's Parental Choice." The Executive Educator, March 1989
- Hart, Jordana. "Parents' Reaction is Mixed on Plan." The Boston Globe, February 23, 1989
- Hechinger, Fred M. "About Education - The Right to Choose a School: A Pillar of Democracy or an Invitation to Elitism?" New York Times, March 29, 1989
- Keller, Jon and Scott, Jonathan. "Not Much Choice", The TAB, March 7, 1989. Twelve metropolitan area school superintendents were surveyed by The TAB; all but two indicated reluctance to participate in Governor Michael Dukakis' choice plan.
- Rist, Marlee C. "'Choice' Sells in Minnesota, but Who Else Will Buy It?" The Executive Educator, March, 1989
- Shanker, Albert. "Choice Plan Can Bolster Public Schools - But It's No Education Cure-All." New York Times, Page E9, January 22, 1989
- Thompson, Scott D. "Perspectives on Public-School Choice." Education Week, April 19, 1989.
- Tift, Susan. "The Fight Over School Choice." Reported by Sam Allis/Boston, and Jerome Cramer/Minneapolis. TIME, March 13, 1989

SELECTED BIBLIOGRAPHY OF JOURNAL ARTICLES, DOCUMENTS, AND BOOKS

Arons, Stephen. "Pluralism, Equal Liberty, and Public Education." Marshner, Connaught, Ed. A Blueprint for Education Reform, 1984, pp 39-58. ERIC ED250768

It is suggested that the right to educational choice and the absence of majority control of the content of schooling are both essential to preserving pluralism in American education; however, public schools rarely encourage meaningful diversity. Further, there is an absence of educational choice for most American families due to the fact that American school finance systems must tax and spend in a way that discriminates against the non-rich in matters of school choice.....

Buckner, Edward M. "Evaluation of the High School Magnet Programs 1986-87." Atlanta Public Schools, GA. Division of Curriculum and Research Services, Report No. 5, Vol. 22, 1988, 49 pp. ERIC ED292938.

The Atlanta Public Schools (APS) system has magnet programs integrated into the instructional programs of 14 of its high schools. Each program has an instructional coordinator who reports to the principal of the school. Because the APS student body is overwhelmingly black, the programs do not have as a major goal increased racial or ethnic integration. Rather, they aim to provide a richer variety of educational choices for APS student, allowing them to broaden and deepen their education in a specific area while still meeting all the standard curriculum requirements and educational goals. In order to determine the efficacy of the programs, questionnaires were sent to the program coordinators and to magnet and non-magnet students. The following conclusions were drawn: (1) most of the respondents agreed that the programs are meeting the educational needs of the students; (2) better information about the programs needs to be made available, especially to the eighth grade students; (3) there needs to be a more systematic and reasonable process for recruiting students for the magnet programs; (4) the working relationship between the program coordinator and the school principal needs to be improved; (5) the program objectives need to be better defined; (6) the program coordinators should cooperate more; (7) a system-wide coordinator for the programs should be appointed. Data are presented on two figures and in three appendices.

Clark, David L. "The Significance and Permanence of Changes in Federal Educational Policy, 1980-1988." Occasional Paper, 1986, 57 pp. ERIC ED292174

A major redirection of federal educational policy has occurred in the past 5 years. The criteria presented in support of this argument encompass both substantive and procedural issues: the substantive content of the policy preferences in education being discussed and acted upon at federal, state, and local levels; and the procedural issues that deal with the role of governmental levels in policy development and administration. The following nine policy preferences are cited with specific supportive action and emphases: (1) disestablishment of the Department of Education (a reduced federal role in education); (2) institutional competition (breaking the monopoly of the public school to stimulate excellent performance); (3) individual competition (recognizing excellence to stimulate excellence); (4) performance standards (increasing minimum standards for teachers and students); (5) focus on content (emphasis on basics to ensure performance in critical instructional areas); (6) parental choice (parental control over what, where, and how their children will learn); (7) character (strengthening traditional values in schools); (8) devolution (continued transfer of educational authority to state and local levels); (9) redirection (replacement of policy emphases in the federal role prominent in prior administrations.)

Clinchy, Evans. "Opening the Door for Partnership: Choice in Our Public Schools." Final Report of the New England Regional Conference on Parent Participation and Choice in the Public Schools, May 6, 1985, 28 pp. ERIC ED281951.

This paper summarizes the major recommendations agreed on at a conference of parents, educational administrators, and educators from 21 school systems in five New England states. The subject of the conference was choice in public education. First, excerpts from opening remarks and a note on the conference are presented. Then, major recommendations are outlined, including: (1) Parents must be involved in deciding which different kinds of educational options should be offered in their district and which are best for each of their children. (2) Teachers and principals must be able to choose the kind of schooling they wish to practice. (3) A permanent system-wide Parent and Citizen Planning Council should be established, and its members should conduct parent/professional surveys, operated a city-wide Parent Information Center, and perform other

similar functions. (4) School-based management is preferred, and every school should have a School Parent Council elected by the parents whose children attend the school. (5) Parents should be involved in the selection and retention of all school staff. (6) When possible, schools should have full-time, paid parent coordinators or liaisons. (7) Parents should have access to technical assistance to aid them in their school involvement. (8) Parents should have access at all times to each individual school. Appended are lists of conference participants, planning board members, and workshop leaders and recorders.

Clinchy, Evans. "A Consumer's Guide to Schools of Choice: For Parents and Other Educators." *Parent Choice and the Public Schools*, Vol. 4, 1987, 165 pp. ERIC ED283273.

This fourth and final guide in a series of volumes addresses parents who desire assistance in selecting the appropriate school for their child. The guide provides narratives and "real life" descriptions of actual occurrences in schools that advertise themselves as emphasizing a particular style of philosophy of teaching or curricular emphasis. Daily activities are sketched in 10 schools in 6 school districts in Massachusetts and New York. Section 2 of the guide describes fundamental, "back to basics" schools: Burncoat Preparatory Magnet school, Worcester, Massachusetts; and Bridge Alternative Concept School, Community School District Four, East Harlem, New York City. Schools described as using a "continuous progress, non-graded, individually guided" approach to school organization and grouping profiled in section 3 are Hernandez Two-Way Bilingual Magnet School, Worcester, Massachusetts. The Montessori developmental or "open" education type of school is modeled in section 4 by Bennett Park Montessori Center, Buffalo, New York; Graham and Parks Alternative Public School, Cambridge, Massachusetts; and City Magnet School, Lowell, Massachusetts. Described in section 5, "Schools with Curricular Specializations," are Arts Magnet School, Lowell, Massachusetts and Isaac Newton School for Science and Math, New York City. The final section briefly discusses degrees of parental involvement that can accompany any of the options.

Cody, Elisabeth Allen. "I Hate To Be a Hypocrite, But..." *Equity and Choice*, Vol.1, No.2, Winter, 1985, pp. 25-18. ERIC EJ317719.

Urges that public school systems be developed based on diversity and choice, recognizing that there is neither one

true school nor a perfect pedagogy. Argues that teachers and parents should be able to choose between a variety of models within a single system in seeking the most appropriate environment for each child.

Congress of the U.S., Washington, D. C. Senate Committee on Governmental Affairs. "State and Local Innovations in Educations Choice." Hearing before the Subcommittee on Intergovernmental Relations of the Committee on Governmental Affairs. United States Senate, Ninety-Ninth Congress, First Session, October 22, 1985. 468 pp. ERIC ED288600

Testimony concerning innovative state and local programs which expand family choice in education, and the Federal government's role in facilitating such programs, is presented. Testimony reviews research findings that bear on the issue, variables involved in planning educational choice, reforms proposed in the Minnesota plan for K-12 education, Minnesota's Post-Secondary Enrollment Options Act of 1985, private sector alternatives in education, and disadvantages of alternative education programs, such as tuition tax credits and tuition voucher systems. Copious additional material submitted for the record includes: (1) three issues of the periodical "Educational Freedom" which focus on educational vouchers and the advantages and constitutionality of tuition tax credits, (2) discussions of the effectiveness of public and private schools, and the organization of the schools in relation to politics and markets, (3) a description of the Prince George's County school system's "Workplace School," (4) a discussion of how the selection of strategy for designing federal programs influences program operation and effects, (5) arguments against the use of tuition vouchers, (6) a brief position statement of the Minnesota Federation of Citizens for Educational Freedom, Inc., (7) the Minnesota Congress of Parents, Teachers, and Students' statement on desirability of limiting publicly funded choice to public schools, (8) the brief position statement of associated liberal organizations, (9) recommendations for the fundamental restructuring of Minnesota's educational system, and (10) the Clearinghouse on Educational Choice's analysis of population sectors most likely to support educational vouchers.

Darling-Hammond, Linda and Kirby, Sheila Nataraj. "Tuition Tax Deductions and Parent School Choice: A Case Study of Minnesota." Rand Corporation, Santa Monica, CA, 1985, 118 pp. ERIC ED273047.

This report presents the results of one of the first empirical investigations of how a tax subsidy for tuition costs actually influences parents' school choices. It provides data about subsidy costs, utilization, and effects in Minnesota, the first state to have a tuition subsidy pass judicial review at all levels of the court system. The study also examines the effects of other state aid policies on nonpublic school operations and on parent choice of school, and it investigates the process by which parents make schooling choices. Findings suggest that the tax deduction has little or no effect on parental choice, while disproportionately benefiting upper-income households and parents who would have made the same schooling choices in the absence of the deduction. A reimbursable tax credit would be accessible to more parents than a tax deduction, while an educational voucher, representing "up front" cash, would have greater effects on parents' school choices. However, other policies that directly increase access to schooling alternatives, such as lower immediate costs and free bus transportation, have the most effect on the schooling choices of low and moderate income parents. An appendix presents the selection and disposition of survey samples. Two pages of references and numerous tables are included.

Education Commission of the States. The Policy Guide: A State Policy-Maker's Guide to Public School Choice. Denver, CO. ECS, February, 1989.

Education Commission of the States. Survey of State Initiatives: Public School Choice. Denver, CO. ECS, February, 1989.

Elmore, Richard. "Choice in Public Education." Center for Policy Research, Rand Corporation, Santa Monica, CA, 1986, 49 pp. ERIC ED278149.

The current debate on educational choice concerns whether locally centralized school systems of the kind that predominate in the public school sector are responsive to and can accommodate the diversity of educational consumers' preferences. Section I analyzes policy options and illustrates how policymakers, by examining a range of solutions to the problem of school organization, can alter the relationship between clients and providers. Section II,

focusing on the problem of accommodating diversity in locally centralized systems, presents (1) the case for choices, (2) the range of choices within the existing system, and (3) the collective consequences of individual choices. Section III discusses the various options available to policymakers and suggests some ways in which the major elements of school organization can be brought together differently to change the relationship between clients and providers. This section also discusses how alterations in finance, attendance, staffing, and content policies can change the form of a school organization and the relationship between consumers and providers of education. Finally, section IV, addressing the question of whether policymakers should experiment choice, presents both reasons for and cautions about such experimenting. Appended are 44 references.

Exceptional-Parent. "I want to Go to Old Town High: Private vs. Public Education." Vol. 17, No. 6, pp. 43-46, 48-52, September, 1987. ERIC EJ360858.

A case study explores the attitudes, opinions, and concerns of the parents of a cerebral palsied adolescent (as well as the views of the affected public and private school administrators) concerning the decision to allow their son to move from a private to a public high school environment.

Hansen, Kenneth H. "Choice Within the System: An Issue Analysis Paper." Northwest Regional Educational Lab, Portland, OR, 1985, 14 pp. ERIC ED267496.

The parental right to select a child's school involves more than the option to choose nonpublic education. This document reviews a number of policy options available to public education systems for providing educational choice. Options at the state level include the use of education vouchers, subsidized transfer to selected schools, and authorization of home instruction. States can also encourage options at the local level by allowing school choice within a district, permitting variations in curriculum among district schools, and providing different avenues to accreditation. Local districts can establish policies for choice by easing the attendance area restrictions, enabling students to change teachers when appropriate, establishing special schools to provide focused programs for selected groups of students, and relaxing

curricular rigor. Providing greater choice involves confronting administrative, fiscal, social, and political obstacles, but the potential benefits appear to warrant some degree of flexibility.

Gallup, Alec and Clark, David L. "Public's Attitudes Toward the Public Schools. The 19th Annual Gallup Poll." Bloomington, IN, 1987, 15 pp. ERIC ED 289951.

This 19th annual Gallup Poll of public attitudes toward public schools focuses on educational policies of the Reagan Administration, and continues to monitor trends and opinions on questions about schooling.

Glenn, Charles. "The Significance of Choice for Public Education." Equity and Choice, Vol. 1, No. 3, Spring, 1985, pp. 5-10. ERIC EJ319376.

Choice offers the best prospect for accommodating parents' diverse educational expectations within public education and can help allay the public education crisis. To prevent educational choice from generating unequal opportunities and segregation, it is important to begin with planning for choices for poor children and low achievers.

Housfeld, Deanna and Hoffmann, Milly. "Which School in September?." North Central Association Quarterly, Vol. 61, No. 3, Winter, 1987, pp. 421-425. ERIC EJ354506.

Describes the options available to parents and students within the Milwaukee public school system, which includes traditional school programs along with over 40 citywide specialty schools, such as those focusing on the arts, language immersion, math/science education, and computers, and those focusing on career specialties.

Jones, Judith Denton. "The Six School Complex: A 'Cluster' Provides Choice Among Local Public Schools in Washington, D.C. Equity and Choice, Vol. 4, No. 2, Winter, 1988, pp. 31-38. ERIC EJ371505.

A cluster elementary school was formed when six schools in Washington, D.C., were in danger of closing. Spearheaded by the PTA, teachers, and administrators, this reorganization increased enrollments, improved the quality and diversity of education, and offered more educational choices to parents. It increased the social integration of the school.

Levy, Daniel C. "Private Education: Studies in Choice and Public Policy. Yale Studies on Nonprofit Organizations." Oxford University Press, New York, 1986, 272 pp. ERIC ED267701.

Private education and comparisons between private and public education at the collegiate and elementary/secondary levels are discussed in 11 articles. Attention is directed to relationships between private choice and public policy as they affect the quality, finance, governance, mission, and division of labor in a cross-national, interdisciplinary context. Titles and authors are as follows: "Private Choice and Public Policy in Nonprofit Education" (Daniel C. Levy); "Public Policy toward Private Schools: A Focus on Parental Choice" (Mary-Michelle Upson Hirschhoff); "Federal Policies for Private Schools" (Mark A. Kutner, Joel D. Sherman, Mary F. Williams); "Choice and Private Schools: Dynamics of Supply and Demand" (Donald A. Erickson); "Public Subsidies for Private and Public Education: The Dutch Case" (Estelle James); "Comparisons of Private and Public Schools: The Critical Role of Regulations" (Richard J. Murnane); "Comparisons of Private and Public Schools: What Can We Learn?" (R. Murnane); "'Private' and 'Public': Analysis Amid Ambiguity in Higher Education" (D. Levy); "Alternative Private-Public Blends in Higher Education Finance: International Patterns" (D. Levy); "Finance and Function: Voluntary Support and Diversity in American Private Higher Education" (Roger L. Geiger); and "Cross-Subsidization in Higher Education: Does It Pervert Private Choice and Public Policy?" (E. James).

Lewis, Anne. "Public Schools Offer Vast Choices." School Administrator, Vol. 44, No. 8, September, 1987, pp. 8-11. ERIC EJ359365.

Discusses background, rationale, and current trends in school choice. Where implemented carefully with parent participation, choice plans have increased public support and student achievement and provided curriculum differentiation, cohesiveness, autonomy, and small size as benefits. However, school choice raises some equity problems, including the need to make every school "special."

Manno, Bruno V. "The Need to Share the Lessons of Social Capital." Momentum, Vol. 18, No. 4, November, 1987, pp. 9-10. ERIC EJ363899.

Reviews the implications of James Coleman's report, "Public and Private High Schools" for education reform and Catholic

schools, focusing on issues related to free choice between public and private schools, school organization, parent involvement, and values.

Massachusetts. "Family Choice and public Schools." A Report to the State Board of Education / Massachusetts Department of Education, Bureau of Equal Educational Opportunity. Quincy, MA, 1986.

McClaghry, John. "Educational Choice in Vermont." Institute for Liberty and Community, Concord, VT, 1987, 36 pp.

McCurdy, Jack. "Choice in Schools: What's Ahead and What to Do." Education USA/Special Report. National School Public Relations Association, Arlington, VA. 1985, 62 pp. ERIC ED264649.

There are parents and students who are to be won or lost depending on which sector--public or private--answers their calls for programs to match their learning styles and desire for rigor, vitality, and variety. This report examines where choice has evolved from, what it offers parents and students, and how its disappearance could affect this society. Chapter 2 explains how choices in public schools have grown since the 1960's with more than an estimated 10,000 alternative schools and hundreds of magnet programs. Succeeding chapters concern research on choice, curriculum alternatives in comprehensive high schools, magnet schools, the voucher idea, home schooling, tax credits, and searching for value choices. Specific chapters are devoted to "Los Angeles: A Study in Choices" and "Private Schools: An Enrollment Saga." Chapter 8, "'Unconventional' Choices," discusses vouchers already in place in three states, students enrolled in schools near their parents' work place, day care programs, residential magnet schools, and proprietary schools. The last chapter, "Planning for Choices," is followed by a public relations plan for education choice and bibliography.

Murnane, Richard J. "Family Choice in Public Education: The Roles of Students, Teachers, and System Designers." Teacher's College Record, Vol. 88, No. 2, Winter, 1986, pp. 169-89. ERIC EJ346370.

The merits and limitations of expanding family choice of education for children are discussed, with emphasis on how such choice affects students and teachers, what are the competing objectives, and what regulates the choices families may make.

Murnane, Richard J. "Family Choice in Public Education: Possibilities and Limitations." Harvard University, Cambridge, MA, 1984, 42 pp. ERIC ED253961.

This essay reviews research pertaining to the relative merits and drawbacks of expanding family choice in public education. A primary objective is to identify and explore tensions among competing objectives in the design of expanded choice systems. After an introductory section on goals and definitions, the second section explores how more family choice might improve public education by providing incentive for students and teachers to work hard and cooperate. A third section addresses ways in which more family choice might be detrimental to the United State's commitment to universal and compulsory education. Problems raised include (1) availability of information, (2) criteria for students' choices, (3) teacher accountability, and (4) access to education for the disadvantaged. The fourth section explores the present consequences of family choice in private schools, addressing two relevant concerns: (1) Do children in private schools learn more than they would in public schools? (2) If so, what practices contribute to private schools' effectiveness? The fifth section concerns presently available choices within schools, choices among schools, and choices among programs (with particular attention to magnet schools as the fastest growing family choice plan in the United States today.) Issues discussed include consumer information, access, location, and role of teachers in program development and management. The sixth section summarizes (1) research issues (limitations in sources of evidence), (2) what family choice can and cannot accomplish, (3) sources of tension in the design and operation of family choice plans, and (4) the importance of program design. References are included.

Nathan, Joe. "Why We Need to Expand Choice Among Public Schools." Equity and Choice, Vol. 3, No. 3, Spring, 1987, pp. 55-57. ERIC EJ356436.

Expanding choice among public schools will improve student achievement and provide creative and decision-making professional opportunities for teachers. Three successful choice plans are discussed. Steps for developing choice plans are listed.

National Governor's Association. "Time for Results: The Governors' 1991 Report on Education." Supporting Works. Task Force on Parent Involvement and Choice, Washington, D.C., 1986, 122 pp. ERIC ED279607.

The members of this task force examined ways states could encourage greater parental involvement in, and choice among, public schools. Following a list of the charges to the task force and information on the hearings and presenters, five papers are presented: (1) "Expanding Educational Opportunity and Choice" (Cindy K. Currence) (2) "The Massachusetts Experience with Public School Choice (Charles L. Glenn); (3) "Putting Choice to Work for Public Education" (Charles L. Glenn); (4) "Providing Data and Policy Recommendations in Answer to Twelve Questions Raised by the Task Force" (Evans Clinchy); and (5) "Responses to the National Governors' Association of Public School Choice" (Mary Anne Raywid.) Additional information is provided on highlights of state policies and further resources.

Randall, Ruth E. "Options Are Changing the Face of Education in Minnesota." School Administrator, Vol. 43, No. 5, May, 1986, pp. 14-16. ERIC EJ337519.

Minnesota high school juniors and seniors can enroll full- or part-time without cost in all public and some private postsecondary education institutions. The expanded choice increases the options available to students.

Raywid, Mary Anne. "Alternative Route(s) to Excellence." National Forum: Phi Kappa Phi Journal Vol. 67, No. 3, Summer, 1987, pp. 25-28. ERIC EJ358257.

Alternative schools serve a diverse population and are generally concerned with a much broader spectrum of human development than most public schools. While they are considered faddish by some, they may actually offer an important route to excellence.

Raywid, Mary Anne. "The Dynamics of Success and Public Schools of Choice." Equity and Choice, Vol. 4, No. 1, Fall, 1987, pp. 35-41. ERIC EJ366929.

School choice means instant empowerment for those who receive it, and it significantly alters the relation of chooser and chosen. Six distinguishable sets of positive and negative dynamics that the provision of choice in schools seems to set in motion are discussed.

Raywid, Mary Anne. "The Choice Concept Takes Hold." Equity and Choice, Vol. 2, No. 1, Fall, 1985, pp. 7-12. ERIC EJ324790.

Discusses the history of schools of choice and their place within the current school reform efforts and Excellence Movement. Asserts that choice is an effective strategy for holding schools accountable for improving conditions for teachers and students and for paving the way for innovation.

Raywid, Mary Anne. "Family Choice Arrangements in Public Schools: A Review of the Literature." Review of Educational Research, Vol. 55, No. 4, Winter, 1985, pp. 435-67. ERIC EJ330747.

This paper reviews the history of family choice opportunities in public schools. It offers detailed examinations of the several choice models that have proved widespread: (1) open enrollment plans; (2) magnet schools; (3) schools within schools; (4) satellites and separate alternatives; and (5) interdistrict choice plans.

Rennie, Robert J. "Public Schools Can Have a Competitive Edge over Private Schools." School Business Affairs, Vol. 53, No. 4, April, 1987, pp. 46-47. ERIC EJ352302.

Our corporate society has produced an educational marketplace that forces public schools to compete merely to survive. Brevard County Schools (Florida) have allowed their constituents freedom of choice for over 20 years. The payoff: only 4.7 percent of Brevard County students attend private schools, compared with a national figure of 10.5 percent. Includes three references.

Rossell, Christine H. "The Buffalo Controlled Choice Plan." Urban Education, Vol. 22, No.3, October, 1987, pp. 328-354. ERIC EJ365524.

Parental choice of schools results in racial isolation or effective integration, depending on how choice is used and regulated. The role of choice in desegregation plans is compared. The Buffalo Plan is hailed as most successful in that it desegregated the schools, distributed costs and benefits fairly, and strengthened education.

Scott, James. "Choice in the Public Schools." ERIC Clearinghouse on Educational Management, Eugene, OR., 1986, 4 pp. ERIC ED282350.

The three principal choices in primary and secondary education include home schooling, attendance at private schools, and attendance at public schools nearest home. However, parents feel that more options are necessary, due to the inadequacy of particular public schools or the need for educational programs not offered in public schools. Thus, educators have proposed other programs, such as magnet schools, work-based attendance, and voucher systems. But magnet schools and work-based attendance provide little choice, and some educators fear that voucher systems would result in instability. Another schooling option is the open enrollment policy of the Minneapolis Public Schools, which offers a wide array of programs. This policy is most effective in a district with a large population.

Seeley, David S. "The Choice-Equity Dilemma: A Partial Solution." Equity and Choice, Vol. 3, No. 2, Winter, 1987, pp. 55-60. ERIC EJ355137.

Public school systems that provide high quality learning experiences for all children and a wide range of choice to respond to parents' and students' values and concerns can overcome a large part of the inequity that results from poor people's effective lack of choice of private or exclusive public schools.

Seeley, David S. "Education through partnership: Mediating Structures and Education" American Enterprise Institute for Public Policy Research, Washington, D.C., 1985.

Wagoner, Jennings L., R. "Choice: The Historical Perspective." Paper presented at the Conference on Choice in Education." Charlottesville, VA, April 29, 1986, 24 pp. ERIC ED288451.

The issue of choice in U.S. education is traced historically. Consideration is given to the purposes of publicly supported education and reasons underlying the historic distinction between public and private education. It is suggested that the issue of choice concerns the rights and obligations of the individual and the state. The relationship between Jefferson's Enlightenment faith in natural religion, natural law, and government by majority rule is briefly considered. Jefferson supported the coexistence of public and private schools; however, public support was restricted to schools that were public in

philosophy and governance. It is proposed that throughout much of the nation's history public schools have perpetuated what amounted to an established republican-Protestant civil religion. The view of Horace Mann and other reformers was that public education should be civic, moral, and nonsectarian, but nonsectarian in practice meant nondenominational Protestantism. Supreme Court decisions that have expressed support for religious and political diversity in relation to the established school system are identified, and current curriculum criticisms of public education are briefly considered.

Weber, Richard O. "Choice Gets an Airing." Journal of the New York State School Boards Association, October, 1986, pp. 8-10. ERIC EJ344704.

The article reviews the National Governors Association recommendation to allow parents to choose the public schools their children attend. Included are U.S. Secretary of Education William Bennett's comments on the recommendations and comments by other concurring educators. The role of school boards as elected representatives of the community is also discussed.